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ABSTRACT

Materials contained in this career guidance unit introduce ninth grade students to business careers available and provide information to guide the student in preparing for these careers. The six-hour unit is designed primarily for classroom instruction, but can be adapted for individual use under teacher or counselor direction. Instructional sequences are outlined in terms of goal statements, performance objectives, instructor's information (including suggested grouping, content outline, new vocabulary, learner prerequisites, instructor's preparation tasks, resources), and a detailed outline for developing the lesson. The student activity booklet for use with the unit and a student career resource supplement are provided. (TA)

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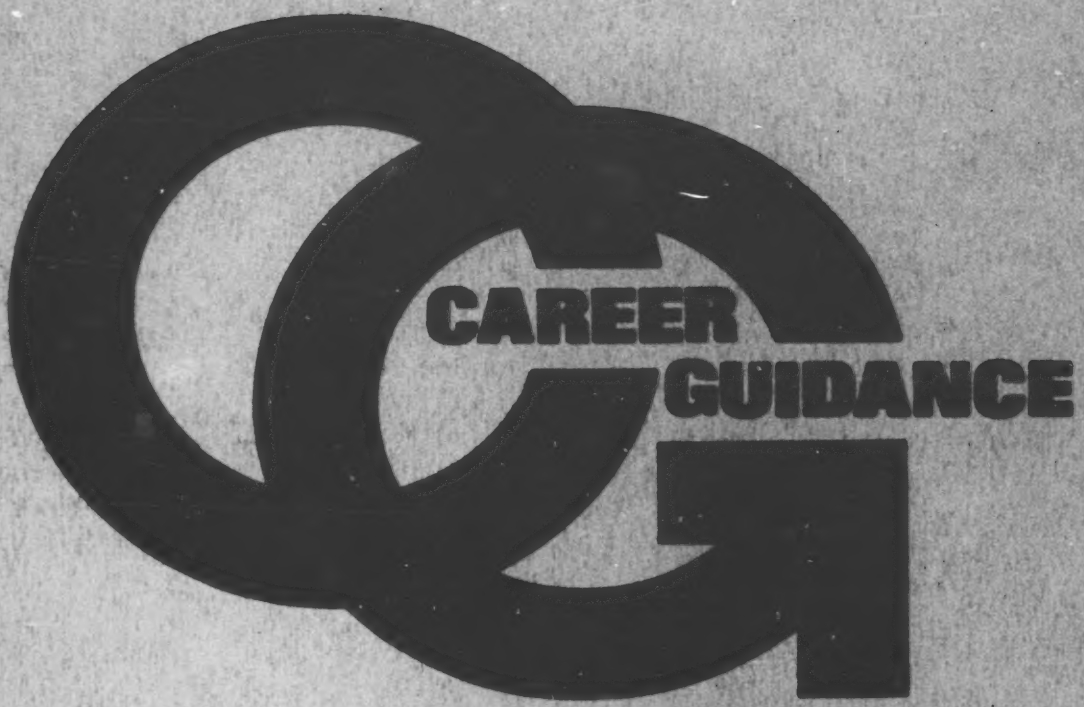

LOOKING AHEAD

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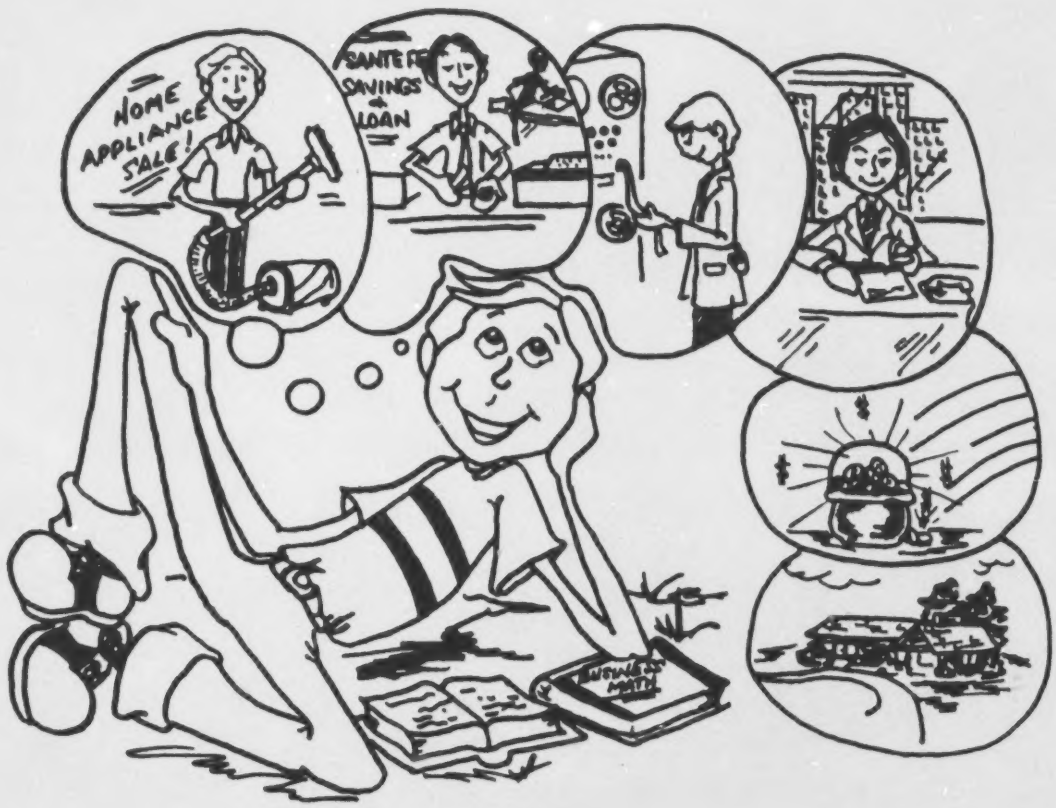
LOOKING AHEAD



I. UNIT RATIONALE

The purpose of this unit is to introduce students to business careers available and provide information which will guide the student in preparing for these careers. The student is guided to sources of career information and a greater awareness of job requirements.

II. INTENDED USE OF UNIT

A. Grade Placement: 9

B. Duration of Unit: 6 hours minimum

C. Special Considerations:

1. This packet is primarily designed for classroom instruction, but would be readily adaptable for individual use under the direction of a teacher or counselor.
2. Although this unit is business oriented, it may be adapted to any career choice. Reference to general career clustering may be found in the Guidance unit EXPLORING GOALS.
3. The teacher may wish to have the students find an employer to interview and a job to observe at the beginning of the unit to be ready for the assignment in Performance Objective 6.
4. The teacher may also wish to teach the unit near the time for tenth grade registration so the student can use his high school and career plans immediately.

D. Materials Needed:

1. Occupational Outlook Handbook
2. Dictionary of Occupational Titles
3. Chronicle Occupational Library Catalog
4. Teacher Booklet
5. Student Guide
6. Student Resource Supplement
7. All college catalogs for both private and public schools within the State of Arizona

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT J-9 215.00

The business student will know what he can do now to learn about a process of occupational exploration and investigation.

A. Performance Objective J9 215.01: The student will show an increased awareness of the concept of clustering by being able to identify five business career clusters, three related business occupations within each of these clusters and similarities of jobs within each business cluster.

1. Instructor's Information:

   a. Estimated Lesson Time: 50 minutes

   b. Suggested Grouping: Classroom

   c. Content Outline:

      (1) Discussion of terms--career, business, and cluster.

      (2) Discussion of business career cluster.

      (3) Identification of similarities of jobs within each cluster.

   d. New Vocabulary:

      (1) Career - a chosen calling or life work.

      (2) Cluster - a number of similar things grouped together.

      (3) Business - all of the activities that facilitate the exchange of goods and services.

   e. Student Prerequisite: None

   f. Instructor's Preparation Tasks:

      (1) To become familiar with business occupation clusters sheet.

      (2) To become familiar with business definitions.

(3) To become familiar with the resources in Student Supplement.

(4) Preview filmstrip.

g. Resources:

(1) Student Resource Supplement

(2) Transparencies: "Business Career Cluster Descriptions," "Business Career Clusters," and "Similarities of Jobs Within Each Business Cluster."

(3) Filmstrip, "Choosing Your Career - Part I."

2. Developing the Lesson:

a. Introduction:

In order to acquaint students with occupational opportunities in business, the teacher will introduce the filmstrip, "Choosing Your Career - Part I." The teacher will then introduce the ten job clusters as outlined by the Arizona State Department of Vocational Education by showing transparencies #1 and #2, and will guide students in discovering similarities of jobs within each cluster by showing transparency #3.

b. Tasks and Activities:

TASK 1:

Introduce the film, "Choosing Your Career - Part I." Show only Part I at this time.

TASK 2:

Place transparency #1 of the "Business Career Cluster Descriptions" on the overhead and discuss the nature of the work performed by persons employed within each cluster. Use one of the following as an example: (See following pages.)

****

Transparency 1

BUSINESS CAREER CLUSTER DESCRIPTIONS

1. Accounting and Computing Occupations -
   Financial recordkeeping, computation, analyzing of financial statements.
2. Business Data Processing Systems Occupations -
   Gathering and processing of information by machines, data processing machines, computer language.
3. Filing, Office Machines and General Office Clerical -
   Performing general office tasks.
4. Information Communication Occupations -
   Handling of letters, messages and most forms of information.
5. Materials Support Occupations (Transporting, Storing, and Recording) -
   Receiving, shipping and keeping records of materials used or produced by the firm.
6. Personnel, Training and Related Occupations -
   Interviewing, hiring and testing job applicants, and keeping employee records.
7. Stenographic, Secretarial and Related Occupations -
   Performing secretarial functions and working directly with management.
8. Supervisory and Administrative Management Occupations -
   Leads, organizes, controls and evaluates the business operation.
9. Typing and Related Occupations -
   Typing duties only.

10. Merchandising and Selling -

Wholesale, retail, direct selling, and merchandise management.

****

TASK 3:

Place Transparency #2, "Business Career Clusters" on the screen and point out the different clusters shown and the occupations within each cluster. Next, ask the students to identify similarities of jobs within each cluster while the instructor lists them on the board. (EXAMPLE--#1, Accounting and Computing Occupations have the following as similarities of jobs: arithmetic, keep records, operate office machines.) Finally, the instructor should direct the students to page 3 of the Student Guide to complete the assignment relative to similarities by identifying and writing in the similarities for the remaining clusters listed.

****

Transparency #2--BUSINESS CAREER CLUSTERS

Accounting & Computing Occupations	Business Data Processing Systems Occupations
Accountants	Computer & Console Operators
Bookkeepers	Peripheral Equipment Operators
Cashiers	Programmers
Machine Operators: Billing, Bookkeeping & Computing	Systems Analysts
Tellers	Business Data Processing Systems Occupations, Other
Accounting & Computing Occupations, Other	

Filing, Office Machines & General Office Clerical

- Duplicating Machine Operators
- File Clerks
- General Office Clerks
- Filing, Office Machines, & General Office Clerical, Other

Information Communication Occupations

- Communications Systems Clerks & Operators
- Correspondence Clerks
- Mail & Postal Clerks
- Mail Preparing & Mail Handling Machine Operators
- Messengers & Office Boys & Girls
- Receptionists & Information Clerks
- Information Communication Occupations, Other

Materials Support Occupations (Transporting, Storing & Recording)

- Planning & Production Clerks
- Quality Control Clerks
- Shipping & Receiving Clerks
- Stock & Inventory Clerks

Materials Support Occupations (Continued)

- Traffic, Rate & Transportation Clerks
- Material Support Occupations (Transporting, Storing & Recording), Other

Merchandising and Selling

- Sales manager
- Store Superintendent
- Small business proprietor
- Buyer - purchasing agent
- Market researcher
- Sales clerk
- Manufacturer's representative
- Direct sales (real estate, auto, insurance, etc.)

Personnel, Training & Related Occupations

- Educational Assistants & Training Specialists
- Interviewers & Test Technicians
- Personnel Assistants

Stenographic, Secretarial & Related Occupations

Executive Secretary

Secretaries

Stenographers

Stenographic, Secretarial & Related Occupations, Other

Supervisory & Administrative Management Occupations

Administrative Assistants

Budget Management Analysts

Clerical & Office Supervisors

Data Methods & Systems Procedures Analysts

Office Managers & Chief Clerks

Supervisory & Administrative Management Occupations, Other

Typing & Related Occupations

Clerk-Typists

Typists

Typing & Related Occupations, Other

****

SIMILARITIES OF JOBS WITHIN EACH BUSINESS CAREER CLUSTER

1. Accounting and Computing Occupations
   a. _____
   b. _____
2. Business Data Processing Systems Occupations
   a. _____
   b. _____
3. Filing, Office Machines, and General Office Clerical
   a. _____
   b. _____
4. Information Communication Occupations
   a. _____
   b. _____
5. Materials Support Occupations
   a. _____
   b. _____
6. Personnel, Training and Related Occupations
   a. _____
   b. _____
7. Stenographic, Secretarial and Related Occupations
   a. _____
   b. _____
8. Supervisory and Administrative Management Occupations
   a. _____
   b. _____
9. Typing and Related Occupations
   a. _____
   b. _____
10. Merchandising and Selling
    a. _____
    b. _____

****

Tranparency #3

SIMILARITIES OF JOBS WITHIN EACH BUSINESS CLUSTER

Cluster #--

1. Arithmetic, keep records, operate office machines.
2. Work with data processing machines, understanding of computer language.
3. Knowledge of general office procedure, operates duplicating machine, all work in office, big position, routine work.
4. Office procedures, originate, handle and compile written material.
5. Deal with record keeping, inventory, control, dealing with traffic pattern in the sale and distribution of goods.
6. Evaluation of people on job, employee management relations, employee training program, direct contact with people.
7. Shorthand and typing skills, high job competency, works with little supervision, operates office machines, talks on telephones, performs clerical duties.
8. Share responsibility for smooth operation of business, determine operational policies, supervision, boss, evaluates business procedures, non-routine type of work.

9. Typing skills, routine, operation of office equipment, beginning position.

10. All work in sales, top jobs, highest paid, commission and bonus system of pay, understand people's needs, self-confidence, communicate with people.

****

TASK 4:

After the students have had sufficient time to complete the assignment in Task 3, the instructor may wish to place Transparency #3 on the screen and allow students to complete any omissions on their Activity 3 sheet. Discussion of the contents of the transparency should be held until the students understand the concept of clusters, related occupations, and similarities of jobs within each cluster.

c. Summary:

Say something like the following: "We have attempted in today's activities to increase your understanding of the following terms: business career clusters, related business occupations, and similarities of jobs within a given career cluster. These are important for you to know as you learn what you can do now to learn about occupational exploration and investigation."

d. Other Options: None

e. Enrichment: None

3. Evaluation:

The students should be asked to identify at least five business career clusters, three related business occupations within each of these clusters, and similarities of jobs within each business cluster.

B. Performance Objective J9 215.02: The student will demonstrate his ability to use occupational guidance materials by selecting two occupations within the 10 business clusters that are possible career choices and preparing a job description for each.

1. Instructor's Information:

a. Estimated Lesson Time: 50 minutes

b. Suggested Grouping: Individual

c. Content Outline:

(1) Learn how to use occupational materials

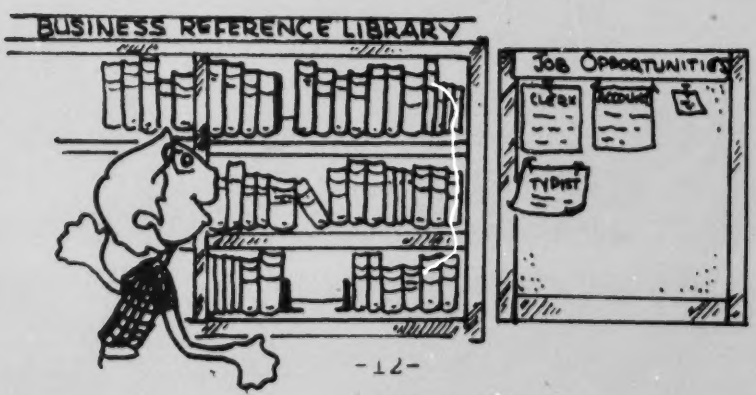
(2) Write job descriptions

d. New Vocabulary: None

e. Student Prerequisite: J9 215.01

f. Instructor's Preparation Tasks:

(1) The instructor should know how to locate occupations within the Occupational Outlook Handbook.



(2) He should have an Occupational Outlook Handbook for every two students in the classroom, if possible.

(3) The students may need paper to write on.

g. Resources:

(1) Occupational Outlook Handbook

(2) Computer Vocational Information System

NOTE: If your school does not have these particular occupational materials, others may be substituted. The following is a list of occupational materials that may be found in your school library:

(1) Career Opportunities

(2) Careers - Institute for Research

(3) Chronicle Occupational Library

(4) Dictionary of Occupational Titles (DOT)

(5) Encyclopedia of Career and Vocational Guidance

(6) Occupational Guidance

(7) WORK (Widening Occupational Roles Kit) Job Descriptions by Science Research Associates

2. Developing the Lesson:

a. Introduction:

Say something like the following: "In this lesson you will learn how to use an occupational resource (Occupational Outlook Handbook) and write job descriptions for one business occupation and one occupation of the student's choice. Most occupational information is presented in basically the same format, therefore, you will be able to refer back to this and other occupational materials when needed in the future as a result of this

learning experience." Other resources may be substituted for the Occupational Outlook Handbook if desired and available.

b. Tasks and Activities:

TASK 1:

Say something like the following: "There are two methods of finding an occupational report in the Occupational Outlook Handbook.

(1) The table of contents which lists the occupational reports under career clusters.

(2) The index which lists all occupations alphabetically.

To practice these two methods, use both the table of contents and the index to find and turn to the page number for the occupational reports on 'Accountants' and 'File Clerk.' You should also list the Dictionary of Occupational Titles (DOT) number for each."

NOTE: The listings of job cluster titles in the O.O.H. are different than the business titles used in Sr 215.01.

TASK 2:

Select two occupations, one of your choice and one out of the ten business clusters and write a brief job description for each to include the following:

(1) Nature of work

(2) Places of employment

(3) Training and other qualifications

(4) Advancement

(5) Employment outlook

(6) Earnings

(7) Working conditions

TASK 3: (Optional)

The student will obtain job descriptions through the Computerized Vocational Information System (CVIS) for the two occupations chosen. Instructions for using the computer are available at the terminal location. A portable computer terminal is available for those schools without a permanent computer terminal. The portable terminal requires the uninterrupted use of a telephone which can be "plugged in" to the portable terminal. For further information, contact the District Guidance Department.

c. Summary:

Say something like the following: "Today you have become acquainted with another important aspect of examining occupational literature--that of the job description. You should understand at this point what a job description is and how it helps you use occupational guidance material."

d. Other Options: Use Task 3

e. Enrichment:

Have the entire class make an appointment to use the computer and career cluster information as described.

3. Evaluation: None

C. Performance Objective J9 215.03: Given information from high school course offerings, the student will be able to plan his course of study by selecting high school business subjects which are appropriate to a tentative career choice.

1. Instructor's Information:

a. Estimated Lesson Time: 50 minutes

b. Suggested Grouping: Individual or group

c. Content Outline:

(1) Examine business course descriptions from area high schools.

(2) Relate the skills learned in high school business courses to the occupations requiring these skills.

(3) Plan a tentative schedule of courses for grades 10 through 12.

d. New Vocabulary: None

e. Student Prerequisite: J9 215.01, 215.02

f. Instructor's Preparation Tasks:

(1) Become familiar with business curriculum offerings at area high schools.

(2) Become familiar with skills learned in course offerings at both schools.

(3) Become familiar with graduation requirements of your school system.

g. Resources:

(1) Student Resource Supplement

(2) "High School Information - What's Next for Me?"

(3) High School Course offerings

2. Developing the Lesson:

a. Introduction:

Say something like the following: "In keeping with the goal of doing something now to learn about occupational exploration, a most important activity is becoming aware of the types of class offerings available and of being able to relate the courses planned to the desired final objective, a student's chosen occupation.

"In this section, you will not only become familiar with the course offerings of the high school you plan to attend, but will have an opportunitiy to tentatively plot a strategy of courses you may wish to take in senior high school.

"These activities do not try to tell of a single plan of courses to take; but hopefully, will open your eyes to several avenues that you may pursue.

b. Tasks and Activities:

TASK 1:

On the Business Skills form found on page 7 in the Student Guide, have the students list three business courses offered at the high school they plan to attend and at least two skills taught in each course. For each course the students should list two business occupations which would utilize one or more of the skills for each course listed.

BUSINESS SKILLS FORM

COURSE TITLE	SKILLS LEARNED	OCCUPATIONS USING THESE SKILLS

TASK 2:

Say something like the following: "On the form found on page 8 of the Student Guide, supply the blanks in each of the grades 9 - 12 with courses appropriate to your occupational choice. All blanks do not have to be filled with business classes."

FOUR YEAR PLAN FORM Page 8

I want to be a/an _____

9th Grade	
1st Sem.	2nd Sem.
English	English
P.E.	P.E.
Math	Math

10th Grade	
1st Sem.	2nd Sem.
English	English
P.E.	P.E.
Science	Science

11th Grade	
1st Sem.	2nd Sem.
Social Studies	Social Studies
English	English
P.E.	P.E.

12th Grade	
1st Sem.	2nd Sem.
Government	Free Enterprise

D. Performance Objective J9 215.04: To be able to plan for advance business schooling, the student will identify four post-high school institutions.

1. Instructor's Information:

a. Estimated Lesson Time: 50 minutes

b. Suggested Grouping: Group or individually

c. Content Outline:

Identification of public and private colleges for advanced business training.

d. New Vocabulary:

Post-high school - after the 12th grade.

e. Student Prerequisite: None

f. Instructor's Preparation Tasks:

Obtain catalogs for:

(a) Arizona community colleges (your county)

(b) Arizona four year colleges

(c) Arizona private business colleges

g. Resources:

(1) Student Resource Supplement

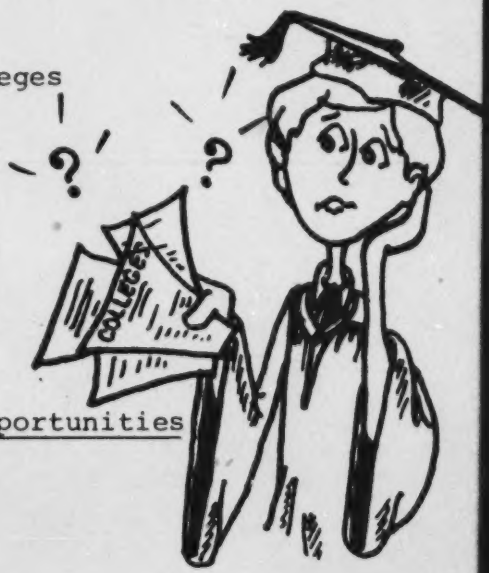
(2) Arizona community college catalogs

(3) Arizona four year college catalogs

(4) Arizona private college catalogs

(5) Arizona's Occupational Training Opportunities

(6) Career School Directory



2. Developing the Lesson:

a. Introduction:

The intent of this unit is to have the students become acquainted with types of institutions where post-high school business training is available, and their locations. They will identify two private and two public institutions.

TASK 1:

The students will examine the materials from two private and two public post-high school institutions and complete the following questions found on page 9 of the Student Guide.

POST-HIGH SCHOOL INSTITUTIONS Page 9

Private Post-High School Institutions

(1) Fill in the name and address of each institution:

(a) _____

_____

(b) _____

_____

(2) Identify three career areas of study for each school:

(a) _____

(b) _____

(c) _____

(a) _____

(b) _____

(c) _____

Public Post-High School Institutions

(1) Fill in the name and address of each institution:

(a) _____

_____

(b) _____

_____

(2) Identify three career areas of study for each school:

(a) _____

(b) _____

(c) _____

(a) _____

(b) _____

(c) _____

E. Performance Objective J9 215.05: Through reading, group discussion, and the self assessment survey, the student will be able to recognize the importance of personality and work habits in preparing for the world of work.

1. Instructor's Information:

a. Estimated Lesson Time: 50 minutes

b. Suggested Grouping: Classroom

c. Content Outline:

(1) Read pp. 8 - 12, "How Success is Achieved" from the student supplement.

(2) Develop individual and class ranking of the factors of success.

(3) Introduce actual employer ranking of factors and compare class ranking with the research findings.

d. New Vocabulary:

(1) Analyze - to study the factors of a situation, problem of the like in detail, in order to determine the solution or outcome.

(2) Anxiety - uneasiness of mind over an impending or anticipated problem; state of being anxious.

(3) Aptitude - suitability for a purpose.

(4) Dividend - the share of a sum divided that goes to each individual.

(5) Deception - mislead; cheat; to lead astray or frustrate; inability to distinguish between the true and false.

(6) Factor - one of the elements that contribute to produce a result; a constituant.

(7) Inadequacies - not adequate; insufficient.

(8) Initiative - act; begin; energy or aptitude.

(9) Manifest - obvious to understanding; not obscure.

(10) Mediocrity - moderate ability or skill; ordinary.

(11) Oversimplification - to make simple; state of being simple or uncompounded.

(12) Paragon - a model; a type of perfection.

(13) Rationalize - to explain or justify.

(14) Resourcefulness - skill in meeting a situation; rising to an occasion.

(15) Self-deception - an individual misleading or deceiving himself.

(16) Technique - manner of performance; execution.

(17) Tolerance - to allow or permit beliefs, practices or habits differing from one's own.

e. Student Prerequisite: None

f. Instructor's Preparation Tasks:

(1) Have Student Resource Supplements available

(2) Be familiar with factors of success

(3) Be familiar with personal assessment instrument

2. Developing the Lesson:

a. Introduction: None

b. Tasks and Activities:

TASK 1:

Students will read "How Success is Achieved," pp. 8-12, in the Student Resource Supplement.

TASK 2:

(1) Have each student complete the ranking of the top 5 factors from the list of 20 shown on pp. 11 and 12 of the Student Resource Supplement and record these on page 10 of the Student Guide.

(2) In a teacher led discussion, determine the top 5 choices of the class for salesman by recording each student's choices on the chalkboard or overhead and adding the total responses.

(3) The teacher will summarize by comparing the class list with the employer list.

The 20 factors of greatest importance revealed in the 1970 study were the following:

1. Dependability
2. Accuracy in performing operations
3. Ability to follow instructions accurately and without repetition.

4. Attendance, tardiness, and strict observance of break and lunch periods
5. Speed in performing operations - amount of acceptable work produced
6. Capacity for remembering necessary details, figures, and instructions
7. Initiative and/or resourcefulness
8. Personal appearance - appropriate dress and grooming
9. Ability to maintain harmonious working relations with others
10. Physical fitness for the work
11. Ability to work under pressure or abnormal conditions such as meeting deadlines, multiple assignments, and extra work
12. Industry
13. Personality - cheerfulness and/or charm
14. Neatness and orderliness and maintenance or arrangement of physical surroundings, such as desks, files, and floor
15. Does not lose excessive time in personal telephone calls, talking with fellow workers, going to the rest room, and other personal activities
16. Ability to make judgements or decisions quickly and accurately
17. Natural ability and aptitude for the job
18. Acceptability of work - is within acceptable work standards for the job
19. Ability to organize work
20. Ability to suggest improvements in work techniques and operations

TASK 3:

Students should be assigned to complete, score, and evaluate themselves on the "Inventory of Your Personal and Social Behavior instrument."

INVENTORY OF YOUR PERSONAL AND SOCIAL BEHAVIOR Page 11

Read each of the following questions, and answer each item in the light of your feelings toward people and situations. Score to see those areas that need improvement.

Answer with your first reaction:

5 ... positively yes
4 ... mostly yes
3 ... undecided
2 ... mostly no
1 ... postively no

		5	4	3	2	1
1.	Do you make friends easily?					
2.	Are you in control of your temper?					
3.	Are you careful never to interrupt a person who is speaking?					
4.	Are you generally optimistic when others around are depressed?					
5.	Do you refrain from complaining?					
6.	Do you refrain from boasting and bragging?					
7.	Do you speak well of your employer and teachers, or principal?					
8.	Do you show interest and respect for the other person's point of view?					
9.	Do you keep the same friends for years?					
10.	Do you feel well most of the time?					
11.	Do you keep promises?					
12.	Do you use proper English?					
13.	Are you at ease with the opposite sex?					
14.	Do you organize your work and keep up with it?					
	SUBTOTAL					

		5	4	3	2	1
15.	Do you have good table manners?					
16.	Do you readily admit your mistakes?					
17.	Do you get along with your fellow students?					
18.	Can you be a leader without being bossy?					
19.	Is it easy for you to like nearly everyone?					
20.	Can you stick to a tiresome task?					
21.	Do you finish what you begin?					
22.	Do you know your weaknesses and try to correct them?					
23.	Do you avoid feeling sorry for yourself?					
24.	Can you take being teased?					
25.	Are you courteous?					
26.	Are you a good loser?					
27.	Are you usually well-groomed and neatly dressed?					
28.	Do you enjoy a joke even when it is on you?					
29.	Do you like orderliness and keeping things organized?					
30.	Do you know the rules of etiquette?					
31.	Do you refrain from giving excuses and alibis?					
32.	Are you tolerant of other's beliefs?					
33.	Do you refrain from pouting when things go contrary to your wishes?					
34.	Are you a good listener?					
	SUBTOTAL 2					

		5	4	3	2	1
35.	Can you speak before a group without feeling self-conscious?					
36.	Are you the kind of person you expect others to be?					
37.	Do you accept compliments graciously?					
38.	Can you disagree without being disagreeable?					
39.	Are you punctual?					
40.	Do you like to give and attend parties?					
41.	Do you generally speak well of others?					
42.	Can you take criticism without being resentful or feeling hurt?					
43.	Are you careful to pay back <u>all</u> loans however small?					
44.	Does your voice sound cheerful?					
45.	Can you work well with those you dislike?					
46.	Do you contribute to the conversation?					
47.	Do you like people much older than you?					
48.	Are you pleasant even when you feel "out of sorts"?					
49.	Are you free from prejudices?					
50.	Is it easy for you to be tolerant of persons with a background and interests different from yours?					
	SUBTOTAL 3					

There are 50 questions.
A perfect score is 250.

225-250 Too good to be true.

175-250 Commendable attitude.

124 and below Need for a general overhaul; discuss with your teacher or counselor.

SUBTOTAL 1	
SUBTOTAL 2	
SUBTOTAL 3	
GRAND TOTAL	

F. Performance Objective J9 215.06: The student will become more familiar with first hand job information through a structured observation/interview situation.

1. Instructor's Information:

a. Estimated Lesson Time: This will be an outside of class assignment. (approximately 2 hours)

b. Suggested Grouping: Individual

c. Content Outline:

The student will have an opportunity to observe an actual work situation, and interview a person engaged in this career area.

d. New Vocabulary:

(1) Observation - to study out, gather data, through visual means.

(2) Interview - a face to face meeting to seek information.

e. Student Prerequisite: None (J9 215.01 and 215.02 would be helpful, however)

f. Instructor's Preparation Tasks: Be familiar with:

(1) Worker Interview Questionnaire

(2) Parental Permission Form

(3) Student Information Form for Placement Aides

(4) Worker Exposure Request

(5) Evaluation Sheets for each student

g. Optional or Alternative Activities:

(1) Recruit school faculty volunteers who have experience in occupations outside the teaching field, and have the students schedule an interview with the faculty member. School faculties generally have a wealth of experience in non-teaching occupations.

(2) Recruit school faculty or community resource people to conduct a mock job interview with individual students in an occupational area of interest to the student.

(3) Recruit school faculty or community resource people to conduct a panel on "World of Work," and answer questions of the students'. Questions which could be discussed are:

1) Specific worker traits they look for in hiring people;

2) Skills needed in their respective occupations;

3) How their jobs influence their life style.

2. Developing the Lesson:

a. Introduction:

Say something like the following: "This activity will involve a visit to a business where you can observe and interview a worker involved in an area of career interest to you. This would preferably be one of the two areas which you selected earlier in this unit. I will provide each of you with three forms that must be completed for your arrangement to visit the business. These will need to be finished and returned to me as quickly as you can at which time you will receive a Worker Interview Questionnaire to be used during your visit. You will be responsible for your own transportation during this assignment

STUDENT INFORMATION FORM

FOR PLACEMENT AIDES

STUDENT'S NAME_____

Teacher's Name_____

Class Title & Section Number_____

Type of Participation Desired:
Work Exposure to the Occupation_____

Desired Employee to be Interviewed_____

Desired Work Station (if any)_____

Time of Day Requested _____

Dates Involved_____

Student,

If form is completed directly with authorized representative of the business, obtain proper signature.

Authorized Agent:_____

Parental Permission Form

allowing students to participate in the

General Work Education Program

Dear_____,

As part of our instructional program, we are including a general work experience opportunity. This will provide opportunities for students to explore occupations in some depth. These exposures will require students to be off campus during the time of participation. Students will have to accept the responsibility for their own transportation.

_____ has expressed a desire to explore

_____ as an occupation. It will be necessary to have signed consent from you to enable this participation. If you wish your child to participate, please sign the attached form and return it to us. Students will not be allowed to participate until written authorization has been received.

Please contact the school if you have any questions.

Sincerely,

_____
Principal

I give my permission for_____ to participate in the General Work Experience Program.

Signed,

_____

WORK EXPOSURE REQUEST

_____ desires to explore an occupation as part of his classroom assignment in _____. To do this, the student will be absent from your class a minimum number of days, each requiring your approval and the student's makeup prior to the absence. Thank you for your cooperation in this career exploration.

_____
Teacher's signature

Those classes affected are:

PERIOD	SUBJECT	PROJECTED ABSENCE DATES	TEACHER APPROVAL

Students complete form, obtain teacher signature and return to issuing teacher.

WORKER INTERVIEW QUESTIONNAIRE

1. What is the title of your position?_____

2. What kind(s) of work do you do? (describe the activities)

_____

_____

3. How much responsibility is there in this particular job?

_____

_____

4. What are the hours you work?_____

5. What is the range of the annual salary for this job?

   a. Beginning salary - _____

   b. Average salary - _____

   c. Highest salary - _____

6. What are some of the abilities that a person needs for this job?_____

_____

7. What educational or certification requirements are required?

_____

_____

8. What is the future outlook for this job?_____

_____

_____

9. What opportunities are there for advancement?_____

_____

_____

10. How does this job affect your social life and leisure time?

_____

_____

11. How did you get this job?_____

_____

12. Is this job different from what you expected it to be?

_____

_____

13. What do you like best about your job?_____

_____

_____

14. What do you like least about your job?_____

_____

_____

15. How would you change your job to make it better?

_____

_____

16. Do you hope to change jobs in the future?_____

_____

17. Do you feel your salary is fair in relation to the work you do?_____

_____

18. What kind of pressure is associated with your job?_____

_____

_____

19. Do you feel you are in the right job for your interests and abilities? _____

_____

_____

Student's response to Observation/Interview

Do you feel that the interview information received is an accurate assessment of the job as far as you can determine?

_____

_____

c. Summary:

By completing this packet you should be acquainted with the following:

Basic types of occupations available in business.

Occupational resource materials.

Planning a tentative course of preparation.

Becoming aware of post-high school institutions for training.

Recognition of desirable personality traits.

Gaining first-hand information by observing and interviewing.

As you continue to plan for work in the future, you should continue to utilize the resources that are available to you.

3. Evaluation:

The purpose of the Evaluation Sheet is to assist the student in bringing together all the information and perceptions experienced in this unit. He will then personally analyze his current attitude toward the business job originally selected. (Evaluation instrument can be found on the next two pages.)

EVALUATION SHEET

1. From the job descriptions which you wrote and the observation/ interviews you conducted, what new information did you obtain in your area of interest?_____

2. List the advantages and disadvantages of the job you researched through this study?_____

3. Is the income in this area to your satisfaction?_____

4. As a result of completing the unit, would you change your planned selection of high school courses?_____

5. Did this study confirm your career choice or indicate a need to explore other alternatives?_____

_____

_____

_____

_____

6. Identify by listing three important elements necessary in planning for a career in business. (planning school courses; personal assessment of interests, abilities, values; job skills; job availability; job educational requirements; nature of work; place of job; advancements; employment outlook; earnings; working conditions.)

_____

_____

_____

After completing this unit, you may wish to discuss any questions about your career you feel are unresolved with your instructor or counselor.

IV. RATIONALE FOR CAREER GUIDANCE

Within Mesa's Career Education Program, no single function is more critical than the guidance function of assisting individuals with their career planning. Guidance personnel (including teachers, counselors, etc.) should be equipped to help individuals to set personal goals (both short- and long-term) and to identify instructional objectives for them to achieve in the standard curriculum areas as well as less formal opportunities for them to explore outside school in order to attain their personal goals. The word "career" in the title of the Mesa Program is not interpreted in its narrow sense by being limited to the educational and occupational choices of youth. Rather, its scope includes individualized planning for comprehensive "life" goals. Mesa's counseling and guidance personnel must be able to provide individual planning assistance to help students set "life" or career goals in such areas as: (1) occupations, (2) education, (3) personal and social behavior, (4) learning how to learn, (5) social responsibility (i.e., citizenship) development, and (6) leisure-time activities.

To design and implement such an approach using this type of individual career planning orientation, the Mesa Career Education Program must meet at least the following guidance and counseling assumptions:

1. It must take the major responsibility in Mesa's total educational system for helping to develop and to protect the individuality of students.
2. It must help each student to become an effective personal problem solver (i.e., a planner, a decision-maker, a self-manager).

3. It must be based on student needs and ultimately should seek to serve all the career-related needs of all students, not just the needs of a selected group of students.
4. It must integrate individual planning objectives and procedures into the school's instructional process in all subject areas.
5. It must include interventions in the instructional process through both a developmental phase to maximize the potential each student has to grow in all the life areas, and a prescriptive phase to help students resolve those problems which persist.
6. It must evaluate both the expected and unanticipated effects of various instructional and counseling strategies for helping individual students to meet their particular needs.

In order for Mesa's Career Education Program to meet these assumptions (i.e., to incorporate this type of an individualized guidance and counseling system) a series of activities is being systematically employed. These have included the identification of youth development needs (as seen through the eyes not only of youth but also parents, educators, and employers) and the translation of these expressed needs into objectives stipulating desired youth outcomes which are measurable. Instructional-counseling approaches such as the ones in this guidance unit are being developed to help students achieve these objectives. All such approaches will be closely evaluated and improved so that they assist, as much as possible, in the career planning and development of Mesa youth.

MEDIA RESOURCES SHEET

Unit # J9 215.00

Title LOOKING AHEAD

Developers

P.O. #	QUANTITY	TITLE	TYPE	SOURCE	COST
		SUPPLEMENTAL			
J9 215.02	1	Encyclopedia of Careers and Vocational Guidance I-III	encyclopedia	Ferguson Pub.Co. Chicago, Ill.	
J9 215.02	1	Dictionary of Occupational Titles Vol. I-III	book	U.S. Gov't Printing Off.	
J9 215.02	1	Occupational Guidance	handbook	Finney Pub. Co.	appx. $180.
J9 215.02	1	Counselor's Information Ser.	journal	B'nai B'rith Career and Counseling Srvs. Washington, D.C.	
J9 215.02	1	Manpower	periodical	U.S. Dept. Of Labor	$15.30 per/year
J9 215.02	1	Arizona Occupational Briefs	handbook	Arizona Dept. of Economic Sec.	
J9 215.02	1	Chronical Occupational Library		Guidance Pub. Inc. Moravia, N.Y.	
J9 215.02	1	Arizona Employment Directions	handbook	Arizona Dept. of Economic Sec.	
J9 215.04	1	Career School Directory	directory	Ed. Fact. Pub.	$12.95

MEDIA RESOURCES SHEET

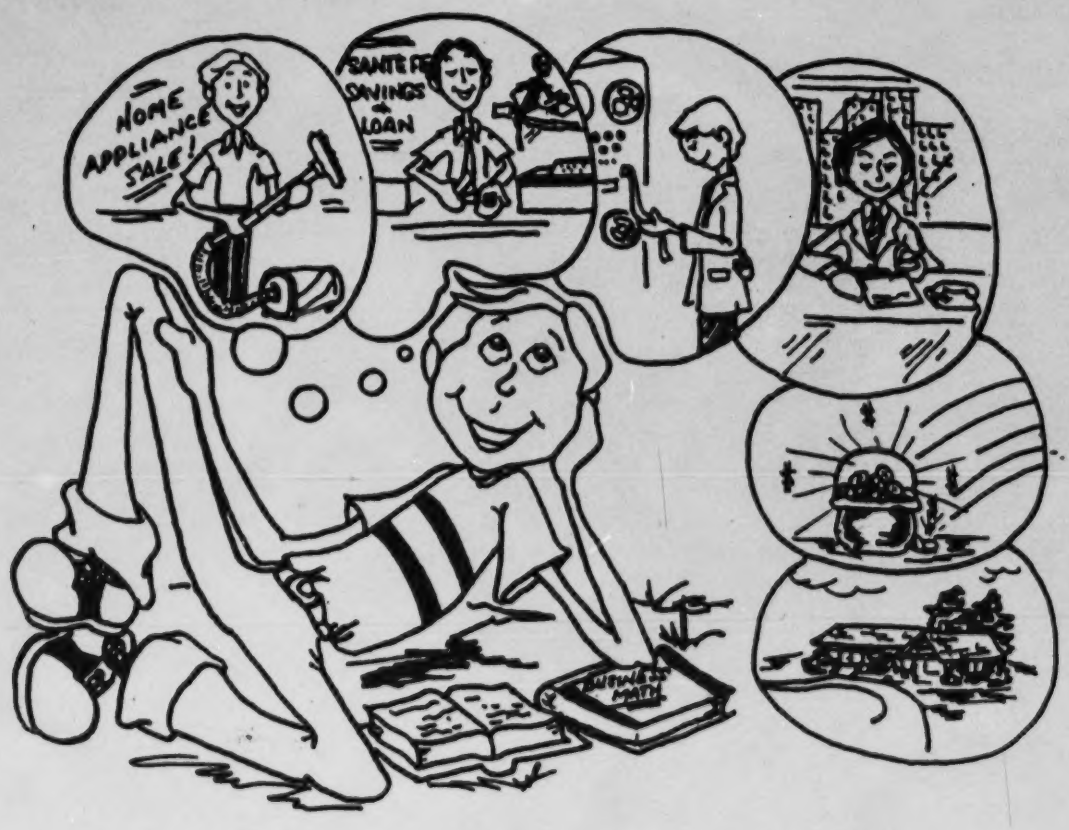
Unit # J9 215.00

Title LOOKING AHEAD

Developers

P.O. #	QUANTITY	TITLE	TYPE	SOURCE	COST
J9 215.01	1	"Choosing Your Career"	filmstrip & cassette	Guidance Association	District Owned
J9 215.01	1	"Business Career Cluster Descriptions"	transparency #1		
J9 215.01	1	"Business Career Clusters"	transparency #2		
J9 215.01	1	"Similarities of Jobs Within Each Career Cluster"	transparency #3		
J9 215.02	15	Occupational Outlook Handbook	book	U.S. Gov't Printing Ofc.	
J9 215.06	1/student	"Student Information Form"	form	Teacher	
J9 215.06	1/student	"Parental Permission Form"	form	Teacher	
J9 215.06	1/student	"Work Exposure Request"	form	Teacher	
J9 215.06	1/student	"Worker Interview Questionnaire"	form	Teacher	
J9 215.06	1/student	"Evaluation Sheet"	form	Teacher	
J9 215.02	1	CIVIS	disk file	Mesa Pub. Sch.	
J9 215.03	30	Mesa Sr. High School Course Descriptions	manuscript	Mesa Sr. H.S.	
J9 215.03	30	High School Information "What's Next for Me?"	pamphlet	Guidance Off. Mesa Pub. Sch.	
J9 215.04	10	(Your county) Community College Catalogue	catalogue	Community college	
J9 215.04	10	(Your state) 4-yr. College Catalogues	catalogue	4-yr. college	

LOOKING AHEAD



STUDENT GUIDE J-9 215.00 (74)

LOOKING AHEAD

THE POINT:

Of the concerns which high school students are facing today, the one which deals with your own future is probably the most important. This unit will help you "LOOK AHEAD" in a systematic way to enable you to better investigate and evaluate possible career in business.

THE GOAL:

1. You will be introduced to business careers that are available to you.
2. You will be provided with information which will guide you in preparing for a career in the business cluster.
3. You will be shown sources of career information.

THE EVALUATION:

1. Can you identify five business career clusters, three related business occupations within each of these clusters and similarities of jobs within each business cluster?
2. Can you demonstrate the use of occupational guidance materials by preparing a job description for each of two occupations within the 10 business clusters?
3. Can you plan your high school course of study by selecting business subjects which are appropriate to a tentative career choice?
4. Can you identify four post-high school business schools?
5. Can you tell of what importance personality and work habits are in preparing for the world of work?
6. Are you aware of important things to consider in an observation/interview situation?

INTRODUCTION:

Of all the issues facing high school students today, probably the most important are those questions which deal with your own future. The problem of selecting a career and preparing for it is certainly one of the most important decisions a person makes in his life. The student planning to go to college is able to postpone his final career choice a little longer, but he must plan for the future so that he can begin to give his education a purposeful direction.

But, how can you decide on a direction, how can you make decisions about the future when you have little or no idea about the kind of work you want to do, or the career for which you might be most qualified? According to the U.S. Department of Labor, there are over 40,000 different kinds of jobs available today. Obviously, no person can investigate all of these possibilities.

This unit is designed to serve as a guide in evaluating and investigating possible careers in business. Many of the guidelines for investigation could be applied to other non-business areas. Perhaps this unit will help you find an area of business in which you could discover a career interest. It may be that you will learn a pattern to follow in investigating other career areas. The purpose of this experience is that you will be better prepared in reaching a career choice and outlining a plan for achieving success in that area.

STUDENT DIRECTIONS:

____1. View the film, "Choosing Your Career - Part I".

____2. As a class discuss the ten groups of business occupations, and the nature of work performed by persons in each group.

____3. As directed by your teacher, try to identify similarities of jobs within each cluster. Be sure that what you choose will apply to each job within the cluster. A form for this activity is provided on the next page.

____4. As your teacher lists the similarities, participate with the class to identify as many similarities as possible.

ACTIVITY 3

SIMILARITIES OF JOBS WITHIN EACH BUSINESS CAREER CLUSTER

1. Accounting and Computing Occupations
   a. _____
   b. _____
2. Business Data Processing Systems Occupations
   a. _____
   b. _____
3. Filing, Office Machines, and General Office Clerical
   a. _____
   b. _____
4. Information Communication Occupations
   a. _____
   b. _____
5. Materials Support Occupations
   a. _____
   b. _____
6. Personnel, Training and Related Occupations
   a. _____
   b. _____
7. Stenographic, Secretarial and Related Occupations
   a. _____
   b. _____
8. Supervisory and Administrative Management Occupations
   a. _____
   b. _____
9. Typing and Related Occupations
   a. _____
   b. _____
10. Merchandising and Selling
    a. _____
    b. _____

____5. Using the Occupational Outlook Handbook, find the listing for the job "Accountant" in the table of contents at the front of the book. Write the page number _____. Now locate "Accountant" in the index at the back of the book. Is the page number the same? Job titles are listed in the front of the book by job types, and are listed alphabetically in the index.

Now turn to the page number you obtained as a reference to "Accountant." What is the Dictionary of Occupational Titles (DOT) for this occupation?

_____

Look up "File Clerk" in the same manner that you used for "Accountant." What is the D.O.T. number for this occupation?

_____

____6. View Part II of the film, "Choosing Your Career."

____7. From the career areas of the ten business occupation clusters, select two jobs which are of the greatest interest to you as a possible future career. Using the skills learned from working with the Occupational Outlook Handbook (or other resources if used), prepare a job description for each of the two areas of interest you have selected. The job description should include the following information:

(1) Nature of Work
(2) Places of Employment
(3) Training & Other Qualifications
(4) Employment Outlook
(5) Earnings
(6) Working Conditions
(7) Advancement

Use the following format for the job description. Items 1 and 2 are given as examples.

Title of Occupation

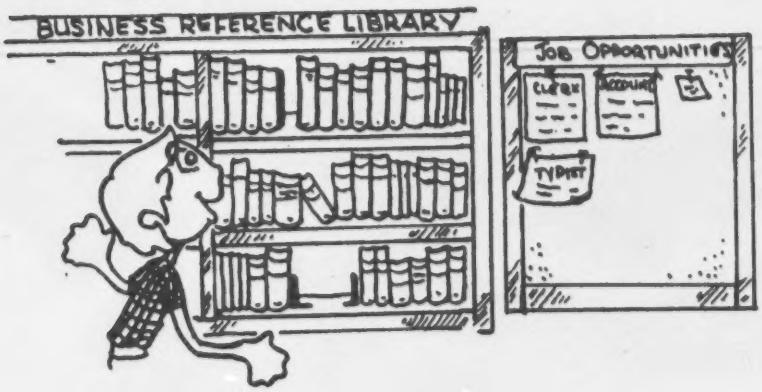
1. Nature of Work

   Occupational therapists plan and ...

2. Places of Employment

   More than three-fourths of all ...

____8. (Optional) Using the Computerized Vocational Information System (CVIS), available through your counselor, obtain a job description from the computer.



____9. Examine business course offerings of the high school you plan to attend. These course offerings are listed in the Student Supplement. On the form below, list three business courses, and at least two skills which would be taught in each course. List two occupations where these skills would be used.

BUSINESS SKILLS FORM

COURSE TITLE	SKILLS LEARNED	OCCUPATIONS USING THESE SKILLS

____10. Select courses from the high school listing which would be important for a person in one of the career areas you selected on page 5. It isn't required that you fill all of the blanks on the form. You will want to have room for non-business electives. It is an important thing to know what courses on the high school level would be the best in preparing for your career selection.

On the form below, fill in the blanks in each of the grades 9-12 with courses appropriate to your occupational choice. All blanks do not have to be filled with business classes.

FOUR YEAR PLAN FORM

I want to be a/an _____

9th Grade	
1st Sem.	2nd Sem.
English	English
P.E.	P.E.
Math	Math

10th Grade	
1st Sem.	2nd Sem.
English	English
P.E.	P.E.
Science	Science

11th Grade	
1st Sem.	2nd Sem.
Social Studies	Social Studies
English	English
P.E.	P.E.

12th Grade	
1st Sem.	2nd Sem.
Government	Free Enterprise

____11. To become familiar with post-high school institutions that offer training in business, examine the materials that your instructor will make available, then complete the following:

POST-HIGH SCHOOL INSTITUTIONS

Private Post-High School Institutions

(1) Fill in the name and address of each institution:

(a) _____

_____

(b) _____

_____

(2) Identify three career areas of study for each school:

(a) _____
(b) _____
(c) _____

(a) _____
(b) _____
(c) _____

Public Post-High School Institutions

(1) Fill in the name and address of each institution:

(a) _____

_____

(b) _____

_____

(2) Identify three career areas of study for each school:

(a) _____
(b) _____
(c) _____

(a) _____
(b) _____
(c) _____

____12. Read the article, "How Success is Achieved" on pp. 8-12 in your Student Supplement. For your convenience, on page 13 of the Supplement is a list of words and their definitions that you may wish to refer to for easier reading comprehension.

____13. You will find at the end of the article, "How Success is Achieved," a list of 20 basic success factors for clerical work. These factors will be basic to success in any business career but the ranking may change for jobs different than clerical. For instance, each of you personally pick the top 5 factors from this list that you feel are of greatest importance for a salesman:

1)

2)

3)

4)

5)

Now the teacher will record your choices on the board (or overhead) along with the other members of your class. The 5 factors receiving the highest number of choices will be the "salesman ranking" as determined by your class. Did you find the ranking different than the top 5 factors for clerical work?

____14. The following activity will help you to determine how well your personal behavior will contribute to job success.

Complete the form entitled, "Inventory of Your Personal and Social Behavior," found on the next page. Total your score and evaluate what meaning it may have for you. Perhaps this information can guide you in identifying areas of personal behavior which need modification or complete change in order to be successful in a work situation.

INVENTORY OF YOUR PERSONAL AND SOCIAL BEHAVIOR

Read each of the following questions, and answer each item in the light of your feelings toward people and situations. Score to see those areas that need improvement.

Answer with your first reaction:

5 ... positively yes
4 ... mostly yes
3 ... undecided
2 ... mostly no
1 ... postively no

		5	4	3	2	1
1.	Do you make friends easily?					
2.	Are you in control of your temper?					
3.	Are you careful never to interrupt a person who is speaking?					
4.	Are you generally optimistic when others around are depressed?					
5.	Do you refrain from complaining?					
6.	Do you refrain from boasting and bragging?					
7.	Do you speak well of your employer and teachers, or principal?					
8.	Do you show interest and respect for the other person's point of view?					
9.	Do you keep the same friends for years?					
10.	Do you feel well most of the time?					
11.	Do you keep promises?					
12.	Do you use proper English?					
13.	Are you at ease with the opposite sex?					
14.	Do you organize your work and keep up with it?					
	SUBTOTAL					

		5	4	3	2	1
15.	Do you have good table manners?					
16.	Do you readily admit your mistakes?					
17.	Do you get along with your fellow students?					
18.	Can you be a leader without being bossy?					
19.	Is it easy for you to like nearly everyone?					
20.	Can you stick to a tiresome task?					
21.	Do you finish what you begin?					
22.	Do you know your weaknesses and try to correct them?					
23.	Do you avoid feeling sorry for yourself?					
24.	Can you take being teased?					
25.	Are you courteous?					
26.	Are you a good loser?					
27.	Are you usually well-groomed and neatly dressed?					
28.	Do you enjoy a joke even when it is on you?					
29.	Do you like orderliness and keeping things organized?					
30.	Do you know the rules of etiquette?					
31.	Do you refrain from giving excuses and alibis?					
32.	Are you tolerant of other's beliefs?					
33.	Do you refrain from pouting when things go contrary to your wishes?					
34.	Are you a good listener?					
	SUBTOTAL 2					

		5	4	3	2	1
35.	Can you speak before a group without feeling self-conscious?					
36.	Are you the kind of person you expect others to be?					
37.	Do you accept compliments graciously?					
38.	Can you disagree without being disagreeable?					
39.	Are you punctual?					
40.	Do you like to give and attend parties?					
41.	Do you generally speak well of others?					
42.	Can you take criticism without being resentful or feeling hurt?					
43.	Are you careful to pay back <u>all</u> loans however small?					
44.	Does your voice sound cheerful?					
45.	Can you work well with those you dislike?					
46.	Do you contribute to the conversation?					
47.	Do you like people much older than you?					
48.	Are you pleasant even when you feel "out of sorts"?					
49.	Are you free from prejudices?					
50.	Is it easy for you to be tolerant of persons with a background and interests different from yours?					
	SUBTOTAL 3					

There are 50 questions.
A perfect score is 250.

225-250 Too good to be true.

175-250 Commendable attitude.

124 and below Need for a general overhaul; discuss with your teacher or counselor.

SUBTOTAL 1	
SUBTOTAL 2	
SUBTOTAL 3	
GRAND TOTAL	

____15. This activity will involve a visit to a business where you can observe and interview a worker involved in an area of career interest to you. This would preferably be one of the two areas which you selected in Activity 5. Your teacher will provide you with 3 forms that must be completed for your arrangement to visit the business: Student Information Forms, Parental Permission Form, Work Exposure Request. Return these as quickly as you can to your teacher. You will also be responsible to arrange for your transportation to and from the job.

____16. Complete the Evaluation Sheet available from your teacher. Analyze the experiences you have had in this unit and determine their value to you. You should be able to reach a conclusion about the career you have researched and decide if you have further interest in this area. Feel free to discuss your findings with your teacher and/or counselor.

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STUDENT RESOURCE SUPPLEMENT

LOOKING AHEAD

MESA PUBLIC SCHOOLS DR. GEORGE N. SMITH—SUPERINTENDENT MESA, ARIZONA

Developed by the Guidance staff of

Mesa Public Schools with cooperation

and assistance from selected district personnel

Illustrations by Steve Laney and
Sally Valentine

Project Administration:

Byron McKinnon - Director of Guidance

Elaine Thompson - Guidance Specialist
Elementary Counseling

Duane Richins - Guidance Specialist
Junior High Counseling

John Thomas - Guidance Specialist
Senior High Counseling

In cooperation with the Youth Development Research
Program of the American Institutes for Research,
Palo Alto, California

Printing by District Print Shop

MESA HIGH
BUSINESS EDUCATION

BEGINNING TYPING, Phases II-III (Full Year)
This is a full year course designed to teach the students the typewriter keyboard and those basic skills and techniques used in application to simple problems.

INTERMEDIATE TYPING, Phase III (Full Year) Prerequisite: Beginning Typing)
This course is designed to further develop typing skills for personal and vocational use.

ADVANCED TYPING, Phases IV-V (Full Year) (Prerequisite: Beginning Typing)
This is a one year course to prepare competent, highly skilled typists for modern business. Emphasis is placed upon speed and accuracy, business problems, and the development of quality production.

ACCOUNTING (Bookkeeping), Phases III-V (Full Year)
A course for all students who wish to have a maximum opportunity when entering the world of business. Course emphasis is on basic principles, concepts and procedures of accounting. One semester for Seniors graduating at mid-term.

ADVANCED ACCOUNTING, Phases III-V (Full Year)
A course continuing Accounting with emphasis on special types of business records. One semester for Seniors graduating at mid-term.

RECORDKEEPING, Phase II (Full Year)
A course that will equip the student with basic vocational skills that are common to simple clerical office jobs plus the skill and knowledge for their everyday personal business activities.

BUSINESS COMMUNICATION (1 semester) (Prerequisite: Typing)
A review of grammar and spelling followed by comprehensive training in composition of all forms of business communications.

BUSINESS LAW, Phases III-IV (1 or 2 semesters)
A study of the laws which govern current business practices. This course may be taken for either one or two semesters.

OFFICE MACHINES, Phases III-V (1 Semester) (Prerequisite: Jrs. and Srs. with "3" or better in Math)
To develop basic skills in the operation of posting machines, ten-key adding-listing machines, mechanical and electronic printing calculators, rotary calculators and tube output electronic calculators.

OFFICE PRACTICE, Phases III-V (1 Semester) (Prerequisite: "3" or better in Typing)

A one semester course in principles of office practice for prospective secretaries, clerical workers and businessmen, including units on mimeographing, dittoing, machine transcription, typing and filing.

SHORTHAND, Phase III-V (Full Year)
A full year course designed to produce skill in writing and transcribing Gregg shorthand. Open to Juniors and Seniors only. (Beginning Typing prerequisite or enrolled concurrently.)

ADVANCED SHORTHAND, Phases III-V (Full Year) (Prerequisite: "3" or better in Beginning Shorthand and Beginning Typing)
Continuation of Beginning Shorthand, emphasizing speed. All students taking Advanced Shorthand must also take Transcription.

TRANSCRIPTION, Phases III-V (1 Semester) (With Advanced Shorthand)
A one semester course in which transcribing into mailable correspondence is the main emphasis.

DISTRIBUTIVE EDUCATION I (Marketing) (Full Year)
A full year course covering the principles of marketing and distribution, including business organization, salesmanship, economics, advertising and display. Recommended for Juniors.

DISTRIBUTIVE EDUCATION II (Merchandising) (Full Year)
This Senior vocational course is designed to give students practical experience in marketing, merchandising and management. The student is in the classroom one hour per day and then spends two hours per day on the job, receiving both credit (three hours) and pay for the work done. Special permission must be obtained from the instructor to register.

ABC SHORTHAND (Notehand), Phases III-V (1 Semester)
A one semester course in alphabetic shorthand, designed to be learned in the shortest possible time. The course may be applied to secretarial use or to speed up note taking for the college-bound student or for personal use.

COOPERATIVE OFFICE EDUCATION (Full Year) (3 Periods) (Prerequisite: 2 or more Business subjects)
This is a vocational course in an office occupation for <u>Seniors</u>. The student is in the classroom one hour per day and then spends two hours per day on the job, receiving both credit and pay for the work done. This requires three periods per day. Special permission must be obtained from the instructor to register.

INTRODUCTION TO COMPUTERS (1 or 2 Semesters) (Prerequisite: Jrs. and Srs. with "3" or better in Algebra)
A basic course involving flow-charting, programming and machine operation in computer problem solving and data processing.

INDUSTRIAL COOPERATIVE EDUCATION (ICE) (Full Year) (3 Periods)
This is a three-credit vocational course in which students with technical, industrial, and trade aptitudes are placed in a work station to receive on-the-job training. While on the job, the student receives both high school credit and pay. One credit hour is earned through classroom instruction and two credit hours are earned on the job. All students in this Senior program must be approved by the instructor.

VOCATIONAL COSMETOLOGY (Full Year plus) (3 Periods)
Cosmetology training begins July 1 and continues through September, fifteen months later. If selected, the student attends the high school classes necessary for graduation in the morning and one of Mesa'a beauty schools in the afternoon. Three credits toward graduation can be earned for the successful completion of the program, and students may be eligible for licensing by the State of Arizona. All students in this Senior program must be approved by the instructor.

CAREER PREPARATION/MONEY MANAGEMENT (9 Week Mini Courses)
Career Preparation is a source of meaningful career information and a practical guide to the skills and procedures needed by the job seeker. A realistic approach takes the student through the various stages of job hunting and acquaints him with some of the specifics of wages, work rules, fringe benefits, grooming and on-the-job human relations. Also included will be the evaluation of job leads, taking an employment test, assembling a resume and job interviewing.
Money Management involves students in typical consumer situations, aimed at developing knowledge of money management and the consumer's role in the economy. The course will provide practical tips on credit, savings, insurance, taxes and common sense approaches to advertising and sales practices, consumer rights and responsibilities.

WESTWOOD
BUSINESS EDUCATION

306 BUSINESS CORE (See course numbers 307 through 370)

307 BUSINESS MATHEMATICS 1/2 to 1 Credit 10-11-12 1 or 2 Sem.

A one or two-semester course that requires working the many types of business mathematical problems which consumers and business workers face each day.

308 RECORDKEEPING 1/2 to 1 Credit 10-11-12 1 or 2 Sem.

A personal use course in keeping of personal and family financial records, also extremely useful for students aspiring to clerical careers. There is a utilization of many business forms that will help provide a foundation for future study in the business field.

309 BEGINNING BOOKKEEPING 1/2 to 1 Credit 10-11-12 1 or 2 Sem.

A one or two-semester course that enables the student to become proficient in handling the daily recording and financial routine of the average business office, including the double-entry system of bookkeeping. The emphasis is vocational and career-oriented toward the bookkeeping-accounting area.

311 ADVANCED BOOKKEEPING 1/2 to 1 Credit 10-11-12 1 or 2 Sem.

Study of and practice in the recording of the technical aspects of partnerships, corporations, manufacturing concerns. Emphasis on special journals, ledgers, and work-sheets needed in larger businesses. Prerequisite: Beginning Bookkeeping.

313 BUSINESS LAW 1/2 Credit 11-12 1 Sem.

A study of law as applied to everyday business and living. Takes up contracts, employment, transportation, bailments, etc. Practice in applying the law to business situations; develops skill in problem solving.

315 BUSINESS MANAGEMENT 1/2 Credit 11-12 1 Sem.

A study of management which has as its major purpose the attainment of an understanding of the characteristics, the organization and the operations of business by students who are planning on or who are exploring the possibilities of a career in management.

317 DATA PROCESSING 1/2 Credit 11-12 1 Sem.

A one-semester course that utilizes a practice set, but no special equipment. The student should learn how data are processed by a computer, how to analyze problems, and should gain an understanding of automated data processing. It will provide a basic foundation of electronic data processing.

321 ZIPSCRIPT ABC SHORTHAND 1 Credit 10-11-12 Full Year

BANKING COURSE - An easy shorthand employing the alphabet rather than symbols. This banking course was devised for and is taught by the First National Bank of Arizona to employees desiring advancement to stenographic positions. Stresses terminology of business and banking. A tailor-made shorthand for students desiring vocational skill in one or two semesters. Vocational. Suitable for any business office. Offered one or two semesters.

320 STENOTE ABC SHORTHAND 1/2 Credit 10-11-12 1 Sem.

An easy shorthand employing the alphabet. Differs from ZIPSCRIPT principally in terminology. A pre-vocational approach to shorthand. Employs the vocabulary of the classroom to provide the student with the means to take notes rapidly in class. Pre-vocational. Suitable for personal use rather than in business, but can be applied vocationally by motivated students. Offered 9 weeks or 1 semester.

318 BUSINESS ENGLISH 1/2 Credit 11-12 1 Sem.

Excellent for secretarial and business majors. Concerned with making business communications effective. Reviews punctuation spelling, word meaning and usage, letter structuring. Prerequisite: Beginning Typewriting.

325 BEGINNING TYPING 1/2 Credit 10-11-12 1st Sem.

Introduction to the keyboard and operating techniques. Takes up typewriter parts, manuscript (term paper) writing, business and personal letters, envelopes, post cards, tabulations, etc.

326 BEGINNING TYPING 1/2 Credit 10-11-12 2nd Sem.

Prerequisite is Typing 325 or equivalent (one semester of typing). Stresses mastery of the keyboard and operating techniques, building speed and accuracy, and delves into specifics of skills learned in Typing 325.

329 INTERMEDIATE TYPEWRITING 1 Credit 10-11-12 Full Year

Course designed for a student who had difficulty in first year typing but who is interested in becoming a better typist. Student receiving a "3" or "4" grade in beginning typewriting should enroll in this course. Course content is much the same as Advanced Typing except the student is allowed to advance at his own rate, receiving instruction individually.

330 ADVANCED TYPEWRITING 1 Credit 10-11-12 Full Year

Stress is placed on production skills in letter writing, statistical typing, business and legal forms, duplicating processes, job preparation, interview, filing, etc. Prerequisite: Grade of "2" or better in Beginning Typing.

335 BEGINNING SHORTHAND (GREGG) 1 Credit 10-11-12 Full Year

(Personal use - Prevocational). Introduction to Gregg alphabet and writing theory. Emphasis on speed building with dictation goal 80-100 words a minute on unfamiliar material. Emphasis on techniques of good transcription, including spelling, grammar and punctuation. Prerequisite: Beginning Typing (Beginning Typing can be taken concurrently with Beginning Shorthand).

341 SECRETARIAL DICTATION AND TRANSCRIPTION (2 periods) 11-12 Full Year

Review of theory principles of the Gregg system. Emphasis on related secretarial duties such as letter writing, duplication procedures, business machines, communications, filing and record-keeping. Continued emphasis on accurate transcription and speed building, with speed goal of 120 words a minute on unfamiliar material. Prerequisite: Beginning Gregg Shorthand and Beginning Typewriting.

344 CLERICAL CORE 1/2 to 1 Credit 11-12 1 Sem. or Full Year

(Vocational). Combines features of Office Practice and Office Machines courses but in greater depth. Includes data processing, personal development, etc. Recommended for vocationally-directed students who desire selection in Cooperative Office Education (On-the-job training). Prerequisite: Beginning Typewriting with grade of a 3 or better.

362 MARKETING 1 Credit 11-12 Full Year

Study of problems related to marketing of goods, such as advertising, display, promotion, salesmanship, markup, etc. Prerequisite to Distributive Education (On-the-job class in retailing, Senior level).

363 DISTRIBUTIVE EDUCATION (3 periods) 3 Credits 12 Full Year

(Vocational). For students desiring retailing careers. Theory and practice in the problems of distribution of goods. One class period followed by afternoon of on-the-job training for which compensation is received. Prerequisite: Marketing and approval of coordinator.

364 COOPERATIVE OFFICE EDUCATION (3 periods) 3 Credits 12 Full Year

(Vocational). One period of class work coordinated with actual office employment. Develops skills, concepts, attitudes, etc., required for successful office career. An earn-as-you-learn program. Prerequisite: Satisfactory record in one vocational course (Advanced Typewriting, Advanced Bookkeeping, Clerical Office Practice, Shorthand), and approval of instructor.

365 INDUSTRIAL COOPERATIVE EDUCATION (3 periods) 3 Credits 12 Full Year

(Vocational). For Seniors interested in any of the trades, technical fields, or industrial occupations they may wish to pursue. One class period followed by two periods of on-the-job training for which compensation is received. Prerequisite: Approval of instructor.

366 COSMETOLOGY (3 periods) 3 Credits 12 Full Year

370 GRAPHIC ARTS (2 periods) 2 Credits 10-11-12 Full Year

This course will teach the student how to operate a letterpress, offset press, offset lithography plus camera work and general graphic arts procedures.

How Success is Achieved

Success in business is based not only on your abilities and how you work, but also on your attitude toward your work. Success is based on your knowledge and skill, but it is also based on how you look, how you talk, and how you act. In other school courses, you will build skills and acquire a background in literature, art, science, business, economics. But this is not enough. If you want to be a success in business, you must have the kind of personality that fits into the office team. You must get along well with other workers in business. Developing your business personality will be the purpose of this activity.

If you are convinced that you should develop your personality, how do you go about it? If you should analyze the personal traits that make up a good personality, you might include a smile, a pleasant voice, a friendly attitude, the use of tact. These would certainly be some of the signs of a good personality, but what is underneath these surface signs? A personality can grow only when such growth is based on deeper habits of mind and heart.

A genuine liking for other people is an important habit of heart. If you like someone, you will want to put him at ease; and, presto, you will forget your own ill-at-ease feelings. Self-confidence is an important inner trait. To develop self-confidence, it is wise to do your best to excel. You will then have a reason to be assured, to forget your inadequacies. Naturalness is another habit, a habit of mind. To be natural, you must keep out anxiety, for anxiety causes you to think of yourself, how you look, how you walk, how you talk. This makes you self-conscious--the very opposite of being natural.

Building the inner and outer habits of personality is not an easy matter, but it is a task that will bring rich dividends. Personality is not achieved by picking up a few tricks, nor can it be gained by memorizing facts. To build desired traits, you must want to improve; you must believe that you can improve. With knowledge and belief as the foundation, you can do the right things with a positive aliveness, and your personality will grow. The following steps will help you reach this goal:

1. Determine the type of personality you wish to possess and decide to develop within yourself those habits, attitudes, and traits that will best express that personality.

2. Keep constantly before you the image of the kind of person you wish to become. This mental picture must be so clear and so constantly present that your mental processes and your ways of conduct will bring satisfaction only if they stand approved by this mental personality.

Allen R. Russon, Personality Development for Business, 4th Edition, South Western Publishing Company, 1973.

3. Analyze yourself. Discover and acknowledge the weaknesses in your make-up. Face these facts squarely and decide to remove the objectionable factors and substitute new strength for any weakness that stands in the way of your reaching your objective.

4. Exercise the traits of the personality you wish to possess. Only the constant practice of the acceptable conduct will encourage the development of desirable traits and a pleasing personality.

Positive Work Attitude

One of the important factors in success is your attitude toward your job. A positive work attitude can be the difference between success and mediocrity. If you like your work, you will have a positive attitude; if you dislike it, your attitude will be negative. No one likes to be around a negative person. This is just as true in business as it is in personal relations. If you complain, if you say it can't be done, you will be defeating yourself.

Every beginner has a lot to learn; but if your attitude is favorable, you will learn faster and your learning time will be excused by others. How does a positive work attitude manifest itself?

Enthusiasm. A good work attitude includes enthusiasm, both for the work and for the firm that employs you. Enthusiasm is actually nothing more than positive energy. When you are enthusiastic, you accomplish seeming miracles. And the best part of enthusiasm is that it is "catching". If you are enthusiastic, a co-worker may find his "down-in-the-dumps" feeling has disappeared. Enthusiasm is a trait that contributes a major share to what goes into success.

Willingness to learn. A beginner does have a lot to learn. People expect it. They do not expect the learning process to go on forever, though. The beginner who needs to be told something only once is considered a paragon, and the one who learns the new routines and facts without being told is rare indeed. Everyone makes mistakes, but the beginner with a good work attitude seldom makes the same mistake twice.

Getting along with people. Perhaps the most important factor in a positive work attitude is getting along with people; this involves understanding yourself, the other person, and the way you choose to influence the other person. Where do you begin? Begin with the most difficult part - the understanding yourself. You may wonder why understanding yourself is more difficult than learning how to influence others. The answer lies in the years that have

been devoted to self-deception. We look at ourselves through rose-colored glasses. We can see the faults of others, but we cannot see our own. Or, if we do see them, we "rationalize" - find excuses for the unattractive sides of our personalities and our characters. So the first step is to take a good look at yourself. You will be doing this in the next activity.

The next step is to look for something to like in that person with whom you wish to get along. Liking something in others must precede having the other person like you. It may seem an oversimplification, but much of getting along with people consists of just such "turnabouts". If you want to be liked, you must like others. If you want to be interesting, you must be interested - in the other person's ideas, problems, and suggestions. If you want others to adjust to your wishes, you must first learn to adjust to theirs. Others will overlook your failings more readily if you develop tolerance toward their failings.

Flexible goals. Another factor that helps you achieve a positive work attitude - and success - is having an objective or goal. In today's world, however, you can be certain of one fact of life: Our world is changing so rapidly that no one can predict the work you will be doing three years from now. The job you are preparing for today may have disappeared by the time you finish school. How can you set definite goals in such a changing world? Your grandparents probably believed you should "hitch your wagon to a star". Even they, perhaps, may have had doubts about their abilities to reach their stars, stars that seemed to go farther and farther from them as they struggled to reach them.

Today, such fixed goals are completely useless. Our stars refuse to stay put. All you can do is to use your star as the navigators did before the day of the compass - to set your direction. You can say,"I'm going toward that star." That's all. You can decide on some general kind of work, something you like, something in which you have some ability. But be ready for change. You may need to learn new skills, become expert on a new machine, take courses to fit him or her for some new development in the work.

Read the life stories of persons who succeeded. You find few accounts of sudden fame, power, or wealth. You read of their long, hard struggles and of overpowering desire to win their fights. Although success is not assured through hard work, you cannot name any person who has reached a lifetime goal who has not left a trail of hard work behind. Your mental attitude is of greater value than your mental capacity.

Basic Factors of Success

Just as there is no royal road to learning, so there is no smooth path to success. That road has not yet been paved. Every person who has traveled on it has learned how to take the bumps,

how to make the grade. In 1970 a survey was made to determine the factors making for success in clerical work. It was found that a similar survey, made in 1949, had come up with almost the same factors. It is interesting to note that the first two in the 1970 study were (1) dependability and (2) accuracy in performing operations. The first two in the 1949 study were (1) accuracy in performing operations and (2) dependability. These two factors cannot be over-emphasized.

Below is a list of the 20 basic factors as determined by the employers with whom this study was conducted.

The 20 basic success factors for clerical work as revealed in the 1970 study were the following:

1. Dependability
2. Accuracy in performing operations
3. Ability to follow instructions accurately and without repetition
4. Attendance, tardiness, and strict observance of break and lunch periods
5. Speed in performing operations - amount of acceptable work produced
6. Capacity for remembering necessary details, figures, and instructions
7. Initiative and/or resourcefulness
8. Personal appearance - appropriate dress and grooming
9. Ability to maintain harmonious working relations with others
10. Physical fitness for the work
11. Ability to work under pressure or abnormal conditions, such as meeting deadlines, multiple assignments, and extra work
12. Industry
13. Personality - cheerfulness and/or charm
14. Neatness and orderliness and maintenance or arrangement of physical surroundings, such as desks, files, and floor

15. Does not lose excessive time in personal telephone calls, talking with fellow workers, going to the rest room, and other personal activities

16. Ability to make judgments or decisions quickly and accurately

17. Natural ability and aptitude for the job

18. Acceptability of work - is within acceptable work standards for the job

19. Ability to organize work

20. Ability to suggest improvements in work techniques and operations

Vocabulary for P.O. J-9 215.05

1.	Analyze	To study the factors of a situation, problem or the like, in detail, in order to determine the solution or outcome.
2.	Anxiety	Uneasiness of mind over an impending or anticipated problem; state of being anxious.
3.	Aptitude	Suitability for a purpose.
4.	Dividend	The share of a sum divided that goes to each individual.
5.	Deception	Mislead; cheat; to lead astray or frustrate; inability to distinguish between true and false.
6.	Factor	One of the elements that contribute to produce a result; a constituant.
7.	Inadequacies	Not adequate; insufficient.
8.	Initiative	Act; begin; energy or aptitude.
9.	Manifest	Obvious to understanding; not obscure.
10.	Mediocrity	Moderate ability or skill; ordinary.
11.	Oversimplification	To make simple; state of being simple or uncompounded.
12.	Paragon	A model; a type of perfection.
13.	Rationalize	To explain or justify.
14.	Resourcefulness	Skill in meeting a situation; rising to an occasion.
15.	Self-deception	An individual misleading or deceiving himself
16.	Technique	Manner of performance; execution.
17.	Tolerance	To allow or permit beliefs, practices or habits differing from one's own.